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ABSTRACT

This report proposes a training framework for community development and extension education in support of Integrated Rural Development Programmes in the Northern Region of Ghana. The first chapter clarifies the basic concepts of the Northern Region Rural Integrated Programme (NORRIP) and discusses the role of community development and extension education in NORRIP. Chapter 2 defines the learning needs of four client groups: (1) village level workers of integrated rural development agencies; (2) middle level and supervisory personnel; (3) senior management and policy level staff; and (4) village leaders. Chapters 3 and 4 present a framework for training all rural development agents in community organization and extension education methods. The training is presented as a continuum including pre-service training, induction training, and in-service training. Topics include effective use of informal training situations, preparation of training manuals and technical bulletins, and evaluation of training. The final chapter defines the role of NORRIP's Section on Community Development and Adult Education in the areas of planning, training, social animation, and evaluation and monitoring of the training programs. Appendices contain suggested curricula and course outlines for the training programs. (JHZ)

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COMMUNITY DEVELOPMENT AND EXTENSION EDUCATION TRAINING

IN SUPPORT OF

NORRIP IMPLEMENTATION

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NORTHERN REGION RURAL INTEGRATED PROGRAMME (NORRIP)
TAMALE, GHANA
JULY 1984

RC015926

A FRAMEWORK

FOR

COMMUNITY DEVELOPMENT AND EXTENSION EDUCATION TRAINING

In Support of

NORRIP Implementation

BY

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NORTHERN REGION RURAL INTEGRATED PROGRAMME (NORRIP)
TAMALE, GHANA
JULY 1984

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PREFACE

In view of the significance of the rural people's voluntary participation in NORRIP-supported projects, the importance of training the field staff of involved agencies[1] in participatory methods and philosophy was underlined at the outset of the extension phase. To undertake the planning of such a training enterprise the Consultant was assigned the task with the following terms of reference:

1. Assess training needs of Field Extension Assistants and village leaders in extension communication and extension management.
2. Develop curriculum content of training modules in extension communication for extension management as well as village level workers.
3. Propose appropriate communication technology for training modules and extension field work.

The Consultant arrived in Tamale on June 5th and left for Accra on June 28, 1984. During the period of assignment, all relevant material from NORRIP files was consulted, along with the available literature from other rural development agencies which have been active in the Northern and Upper Regions of Ghana. A three-day field trip was undertaken and individuals and organizations, as listed at the end of this report, were consulted. The ideas presented herein represent a review of the practical experience gained in Northern Ghana, combined with the Consultant's professional training and experience in similar rural development settings.

In fulfillment of the redefined terms of reference, therefore, this report strives to achieve the following objectives:

1. To outline components of the NORRIP philosophy and objectives and their relationship

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[1]Throughout this report the term 'Agency' refers to governmental, non-governmental and private voluntary agencies involved in rural development in the Northern Region of Ghana through an improvement in any of the following: agriculture, animal husbandry, forestry, fisheries, home economics, health, nutrition, environmental protection, water utilization, roads, and rural organizations such as cooperatives and community development. The term also covers agencies involved with special interest sections of the rural population such as youth, women, low income groups or occupational groups.

with community development (C.D.) and extension education in practical terms.

2. To identify clientele for training in C.D. and extension education, and to outline general areas of learning needs for NORRIP-supported rural development agency personnel.

3. To clarify relevant training issues.

4. To propose a training strategy in extension education and C.D.

5. To review the training resources situation.

6. To redefine the role of NORRIP's Section on Community Development and Adult Education in the promotion of participatory and educational approaches for NORRIP-supported programmes.

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I. BASIC CONCEPTS

A. Background

The origin of the Northern Region Rural Integrated Programme (NORRIP) goes back to 1976 when Ghana and Canada initiated a cooperative approach for long-term development of the Region. In the year 1980, an agreement was reached between the two governments to establish NORRIP as a multidisciplinary planning unit. The baseline studies to collect data for planning purposes were initiated in the year 1981, along with social animation activities and selected sectoral field projects. The intent of these latter activities was to fulfill some basic needs, to gain further understanding of grassroots problems, needs and priorities, and to gather experience in development approaches which would be helpful in the implementation phase.

The project planning process for development activities in Integrated Development Areas (IDAs) 2 and 3 started in the Extension Phase beginning in January 1984. Projects, on areas of priority needs, are being designed,at the present time based on the understanding gained from previous study and experience. The project planning activities are also envisaged for IDAs 1 and 7, to be implemented on a second level, after initiation of work in IDAs 2 and 3. The implementation phase to follow the present activity will put these projects in action with the assumption that rural people will accept them and will participate in them to fulfill their basic needs, and to raise their standards of living.

B. Two Kinds of Grassroots Participation for NORRIP

The sectoral projects in various areas will require participation from the grassroots at two levels. At the first level are NORRIP-supported programmes which will require participation by either whole villages or by part of the villages collectively. Also, special interest groups of rural people (e.g., livestock owners), will need to participate in NORRIP-supported activities. To be effectively solved, such problems and needs require group action. The second level of participation anticipated for NORRIP-supported programmes is where the needs and

problems can be tackled at the individual rural dweller level or farm family level. The examples of this mode of response include programmes which will require individual adoption of innovations or ideas in areas such as health, agriculture, etc. Considering the nature of rural community in Northern Ghana, one must recognize that group actions and individual actions cannot be so neatly separated for treatment. Individual responses to NORRIP-supported programmes will require community or group approval. Similarly, group action, by its very nature, takes into account the beliefs and sentiments of the individuals before a positive response is formulated. In spite of this overlap, however, the general dichotomy of group action and individual action for participation in NORRIP-supported programmes is helpful in designing programmes of people's participation for the implementation phase. Effective participation at the two levels for various sectoral activities, if secured during the implementation phase, will go a long way in determining the success of NORRIP-supported activities.

C. NORRIP Philosophy and Objectives

All rational human actions are based on beliefs. NORRIP strategy, therefore, also has an underlying set of beliefs to guide its development activities. Since the training activities proposed in this report are aimed at the promotion of NORRIP-supported activities, they should, therefore, take due cognizance of these assumptions and beliefs.

The philosophy of NORRIP, among other things, includes that programmes aimed at the social and economic development of people must be based on articulated needs of rural communities. The development strategy includes reliance on the utilization of local resources with only critical inputs, not available in the village, coming from outside. The programme of development is voluntary and relies on the willing participation of the rural people.

NORRIP does not intend to create new public agencies and instruments of development. The aim is to work through the existing institutions by revitalizing and strengthening them. The strategy involves, and is based on, the individual actions of many

government, non-governmental and private voluntary rural development agencies in partnership with village level leadership resources.

In different areas of NORRIP-supported activity, however, the overlap and complementarity of sectoral programmes is recognized and a coordination of efforts of multiple rural development agencies and subject matter area is expected, without the creation of an overbearing bureaucratic coordination machinery. It is hoped that, with effective programming and implementation of activities, the NORRIP-supported programmes will deliver a coordinated impact at the village level focussed on developmental needs. Such an adminsitrative philosophy relies heavily on participating agents'[2] knowledge of this approach. Additionally, it requires a thorough understanding of their own roles viz-a-viz the roles of other rural development agents. Therefore, the importance of a sound programme of training for rural development agents is implied in such a strategy.

At the agency level or at the sectoral level, the NORRIP approach calls for a willing coordination and for a concerted effort on the part of divergent functionaries. Since no bureaucratic coordination machinery will be in place, as is the case of many other rural development programs, the reliance is placed on the social process of "cooperation" among agents of village development working towards a common goal. The training programmes should, therefore, create an awareness for cooperation.

D. General Areas of Training Needs

Such a strategy as NORRIP's, to be successful, has to ensure that the agents of integrated rural development understand the purpose of their mission. They must know their own subject matter well and must understand how others are contributing to the goals of rural development. This means learning about the relationships, strengths and problems of their own activity or agency as well as the problems and strengths of others. Additionally, they need to learn the the skills required for synchronizing their own activities with others and skills required

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[2]The term 'agent' refers to an employee or functionary of any or all of the previously mentioned agencies involved in various phases of rural development.

for cooperative action.

In their own spheres of activity they must be able to diagnose problems and must be able to educate others about the relevance of those problems to people's lives. They should have the ability to demonstrate competently the effectiveness of their solutions and be able to motivate rural people for action. And all this must be done with an overall understanding of the limitations imposed by people's physical, social, economic, cultural and technological environments. The process requires human resource development at the village level with specific emphasis on improving the villagers' technical knowledge, skills and attitudes. The emphasis is placed on strengthening the village level organizations so as to enable village people to mobilize the local resources, and to secure outside assistance, where necessary, to solve the pressing problems of basic needs. The agents of rural development then must be able to promote this human resources development process and must learn all that will facilitate and accelerate it. This, in short, constitutes the general area of training needs for the promotion of NORRIP-supported programmes.

Delineating the Scope of this Report

The general areas of training needs discussed above can, for the sake of convenience, be grouped under three broad headings:

1. Technical training in subject matter areas related to sectoral programmes of NORRIP support;
2. Training in community participation and community organization methods.
3. Training in teaching and learning processes, necessary to promote a programme of voluntary participation, involving new and different ideas for adoption and use.

The high quality of training in technical subject matter areas for agents of rural development is of utmost importance to a programme of rural development based on the use of new technologies. Technical competence of rural development agents participating in NORRIP-supported programmes will need to be carefully evaluated and, where necessary,

training opportunities will have to be provided to upgrade the technical know-how. By and large, various sectoral programmes and projects supported by NORRIP are of a technical nature and will require technological changes from the village population. Without a strong technologically-trained workforce, NORRIP-supported agencies will not have the desired impact. This underlines the need for good practical, applicable technical training of the village level agents of sectoral agencies.

To properly facilitate the flow of technical information to village groups, families and individuals, training of rural development agents in community development and extension education methods is also very essential. Henceforth, this report deals with improving these two areas of important training needs.

Community Development: Its Practical Application for NORRIP

There is much confusion about the concept of community development[3] in the available literature. Unfortunately, the NORRIP literature on the scope and the role of this subject matter in NORRIP programmes also suffers from similar confusion. The confusion derives primarily from the lack of a practical perspective of those who have provided the material for this concept in earlier NORRIP thinking. The author sees a very definite and concrete place for community development philosophy, approach and community development methods in the planning and implementation of NORRIP-supported programmes. In an effort to clarify the role of community development in NORRIP programmes, there is a need for a clear definition of this concept. To avoid further confusion, it is suggested that NORRIP accept and adopt this definition for incorporating community development principles in its programmes. For the purpose of NORRIP programmes, community development can be defined as:

- an educational-motivational process;
- whereby outside (agency) resources (technology and inputs) and village resources

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[3]Hynam, C.A., "Community Development: An Example of Conceptual Confusion," in Card, B.Y. (Ed.), *Perspectives on Regions and Regionalism.* Western Association of Sociology and Anthropology, Edmonton, Alberta: 1968.

(technology, human and material resources) are mobilized;

- and organized for action;

- towards meeting the basic needs and to raise rural standards of living.

The main emphasis in community development programmes is on ensuring the meaningful participation of local people at all stages (definition of problems, design of solutions, and action) of programme development. The focus of community development programmes is usually group-oriented and an attempt is made to create and strengthen the local level organizations to spearhead and execute projects of value to village people.

The community development worker stimulates interest in local problems by: helping the community to clarify local goals and needs; helping to make the needs become felt so that they can be taken up for action; making village people aware of the outside resources which might be helpful in fulfilling local needs; informing them about new ideas and showing the relevance of same to the solution of local problems; and facilitating the process of discussion and decision-making and acting as a motivator and guide with the intention of creating knowledge and developing skills within the community. As the process of development proceeds, the community's dependence on outside sources would begin to decrease and local people begin to develop self-reliant attitudes. Other roles of community development workers are: acting as an animator, facilitator, conflict resolver, friend, planner, and organizer, etc. The emphasis in community work is on helping the community to achieve its own goals, rather than doing things for the community.

All village level development workers of rural development agencies, whose work involves helping communities or groups achieve objectives, have a community developer role to play. If they are employed by a technical agency such as agriculture, water resources, etc., this role is complementary to their technical roles. To be effective in their roles as technical change agents, they need to learn and practice community development principles and methods.

Extension Education to Promote Knowledge, Skills and Attitudes

Extension education can be defined as an educational process based on the interests and needs of the learner (for example, a farmer). It is an adult education process whereby teaching is done with the involvement of as many senses (sight, hearing, touch, smell) of the learner as possible. The teaching/learning takes place in non-traditional learning situations, such as in the home, or in a field of millet. The education is focussed on day-to-day problems and is geared for the learner to take action, after he has learned something. Such an action should improve his farming, cooking, water utilization, chicken raising or whatever. The term "extension education" has been historically linked with agriculture as agricultural extension education, but it is equally applicable to other subject matter to be learned, e.g., an improvement in health or water utilization, nutrition or any of the other areas included in NORRIP programmes. The extension educator, in his/her field of expertise exposes his/her clientele (farmers, homemakers, village people) to a variety of learning situations and methods suitable for teaching adults. The teaching/learning is undertaken with the intention of introducing the new idea or practice into the routine of the learner. The overall emphasis is on improving the quality of decision-making and to generally improve the capabilities of rural people.

The rural development workers whose activities involve teaching village people and introducing new ideas and new practices such as Chinese groundnuts, oral rehydration or water utilization, do involve themselves in extension education activities often without labelling themselves as extension workers. Therefore, all agency personnel in technical rural development agencies have an extension role to play. A strengthening of their capabilities in extension teaching methods will enable them to perform their technical duties more efficiently to the benefit of the integrated rural development programmes.

The Role of C.D. and Extension Education in NORRIP Programmes

From the foregoing discussion of the nature of community development and of extension education, four broad roles can be envisaged for these areas of activity in

NORRIP-supported sectoral programmes:

1. Community development activities can be helpful in arousing the interests of rural people for participation in NORRIP-supported activities in agriculture, forestry, fisheries, water utilization, village works, literacy, health education, nutrition, cooperative and village organizations, and communications (including roads). The personnel with training in community development can introduce ideas related to the NORRIP programmes, initiate village discussions on needs and problems and can help village people in the establishment of priorities between various projects for action.
2. After a decision is made by a village for participation in a given NORRIP-supported activity, the personnel with community development training can help the rural community organize for action. This will inlcude: helping set up an action group in the village; providing them with information about the material and technical resources available from relevant rural development agencies; helping them with planning for the project; helping to mobilize the local resources; and helping with the execution and completion of the project.
3. The personnel with community development training will help coordinate various agencies and sectoral programmes, at the village level, which might be needed for the completion of a given project.
4. The fourth role is educational. In the process of planning, mobilizing for, executing and completing projects of a community or individual nature, the local people will also need to learn new knowledge related to the project. They will need new skills which they do not already have. The community development and extension trained personnel will recognize this need to learn, will be able to teach or help them to learn new knowledge, skills and attitudes both for village level projects as well as for individual and family level projects.

II. CLIENTELE AND LEARNING NEEDS FOR COMMUNITY DEVELOPMENT AND EXTENSION TRAINING

A. The Clientele

In order for NORRIP-supported programmes to become successful, it is important that the four roles discussed in the previous Chapter are performed properly for village and individual projects. The actors involved in the rural development process, who will need familiarization with the concepts of community development and extension education, in addition to technical subject matter knowledge, are: (1) the grassroots workers of all rural development agencies; (2) the middle level supervisors and managers; (3) the senior management and policy level personnel of NORRIP-supported rural development agencies; and the last and the most important (4) the village people who would wish to take up various project-related responsibilities on behalf of their villages. For the sake of convenience, we shall refer to the last group as 'village leaders'.

The Village Level Workers

These include the village level personnel, usually the Technical Assistant and Senior Technical Assistant levels of various agencies undertaking NORRIP-supported programmes. These are specialized personnel from various sectoral programmes and are the last link in the chain of command connecting their agencies with the village people. They are the ones who will be required to act as frontline workers introducing rural development activities in their areas of expertise into the villages, making village needs felt and motivating the rural population to organize for action to solve their problems. For this purpose, the village level personnel of the Community Development Department are to be included in this group, even though the Community Development Department is not a technical agency in the same sense as, for example, the Department of Agriculture.

The Middle Level Supervisory Staff

The second important clientele group for training in community development and extension education are the middle level supervisory personnel of all rural development agencies, including the Department of Community Development. These individuals will supervise, manage and help execute the rural development programmes. They will play a key role in the rural development process by helping the village level personnel, guiding them in their interaction with village people and ensuring that the program objectives are achieved. It is, therefore, important that they understand the NORRIP programme philosophy and the motivational-educational process required to achieve participation and a positive response from the villagers. Their understanding of the community development and extension education philosophy and principles will be important, since they will further motivate their subordinates. They will also reinforce these principles among their junior staff to ensure that the integrated rural development process is implemented with the full understanding and participation of those whose basic needs the programme is designed to meet.

Senior Management and Policy Level Staff

A well conceived programme will not be able to realize its full potential if it is not guided by properly trained and committed specialists. Senior managers and policy level personnel ultimately determine the character of rural development programmes by incorporating and reinforcing underlying philosophy and guiding principles into practice. Some of the additional functions performed by them involve planning (including replanning and realignment), budgeting, management, backstopping, and evaluation (both programme and personnel evaluation), among others. The impact of their activity on the quality of programmes, therefore, is profound. Their familiarization with and internalization of community development and extension principles will ensure the incorporation of participation and educational principles in the planning, budgeting, evaluation and other processes in which these personnel will be involved at the policy level. This cadre of personnel includes senior

managers of various government line departments, authorities and commissions, as well as senior managers of non-governmental and private voluntary agencies. Included in this group are the senior staff of various sections of NORRIP.

Rural Leadership Resources

The programmes of integrated rural development supported by NORRIP are focussed initially on the provision of basic needs of the rural population of IDAs 2 and 3, as well as at raising their standard of living. One condition necessary for the success of these projects is the adequate and positive response of the rural people to these programmes. In most programme areas, the individual agency programmes will be linked to rural people through the conduit of rural leaders. The key role of rural leaders in the NORRIP strategy is, therefore, underlined.

In order for the rural leaders to be the effective initiators of new projects and introducers of new ideas among their village folk, certain basic knowledge and minimum skills will also have to be acquired by them.

Great care needs to be taken in selecting local village leaders for various NORRIP-supported programmes. The experience of agricultural and primary health programmes in the Northern Region has shown that the village people choose and depute for training their own leaders, who learn programme elements from the agencies and then try to implement them in their villages. Leaders deputed and selected by the villagers are accepted and are better able to convince local people of the programmes' values.

Other leadership resources to be considered for involvement in NORRIP-supported integrated rural development programmes are the individuals involved in People's Defence Committees, Village/Town Development Councils, Traditional Councils, Cooperative Societies, Amasaachina groups, and Water Users' Committees, where available.

B. Learning Needs of Clientele Groups

Needs of Village Level Change Agents

To perform an effective job of technology transfer it is essential that the grassroots level personnel of sectoral agencies are well trained in technical areas. Unfortunately, this is not the situation at present. Many Technical Assistant level staff have had no formal training for the jobs they are performing. To fulfill this gap the training of technical agency village level staff needs to be initiated and organized for the purposes of upgrading technical competencies.

Since most of these workers will also be involved in organizing group action related to their sectoral programmes, they will need training in the elementary sociology of northern rural communities. The subjects included will be community settlement patterns, village organization, leadership patterns, organizing and working with groups to promote group action, and some familiarization with program planning steps, including the steps in the decision-making process. They will also need to learn to organize a simple survey to determine needs, to conduct a village meeting, to lead a discussion group and to learn how to conduct simple method and result demonstrations.

They will also need to learn about details of programmes available for village uplift from their own agency, as well as some indication of what might be available from other rural development agencies that might have relevance to their sectoral programmes. It will also be necessary for them to learn about government rules and procedures that the village people must follow to participate and benefit from available programmes, for example, how to fill out forms, etc.

Learning Needs at the Middle Level

The apparent areas of learning needs at the level of supervisory and middle management personnel is the familiarization with NORRIP's aims, goals and philosophy. A thorough understanding of the need for people's participation for the success of rural

development programmes is necessary. Also necessary is a knowledge of the community organization methods to ensure participation and a grounding in educational principles, and an acquaintance with various teaching/learning methods as they apply to their own subject matters. These personnel will also need to learn about the available rural development programmes from sister rural development agencies.

The middle level supervisory personnel will need to learn about rules and regulations governing various assistance programmes. They should also be familiar with management and supervisory methods suitable for a rural development organization. Training of junior staff on a continuous basis will be one of their supervisory responsibilities. Therefore, they will also need to learn about training methods. Of course, the above presumes that technical training in their own field of expertise is being taken care of by their own agency.

Learning Needs of Policy and Senior Management Levels

Again, at the senior level a sound training in respective subject matter areas is essential as a base. There will be a need for them to understand how their programme fits into the overall picture of integrated rural development activity. In order to achieve this, each one of these individuals will need to learn about the rural development programmes of other agencies. Additionally, they will need to learn about NORRIP philosophy and principles. The reasons, purposes and need for community participation in agency programmes will need to be understood thoroughly. They will need to know that rural development involves motivation and education and that programmes based on the willing participation of people will be relevant to their needs and will be long-lasting. The need to establish and strengthen village level organizations and institutions will be communicated to them through training. They will need to understand the concept of interrelatedness of rural problems and the need for agency coordination at various levels.

In their planning, budgeting and policy-making functions they will need to learn to incorporate the participation and educational principles to ensure that resources are available in

all programmes to promote participation and education. Without this kind of practical action, community development and extension education will remain as hollow phrases.

Learning Needs of Village Leaders

The learning needs at this level will be simple and related to projects and activities in which a village or its people are individually engaged in, at the moment. It is suggested that training methods used at this level be profoundly simple and job-related. The emphasis will be on discussion, visits, demonstrations and other simple techniques involving as many senses of the learner as possible. Therefore, extreme care, will have to be taken in designing ingenious training programmes for this group of learners. Clear and concise information about agency programmes of interest to rural people will have to be provided, and simplified rules and regulations will be passed on. The rural leaders will need to learn how to conduct a simple meeting, how to explain a programme to their people and how to organize and work with a committee successfully. They will need to learn how to plan and to execute projects of benefit to village people. Simple record-keeping and maintaining simple accounts will be another learning need at the village level.

For help in the introduction of specific health, agricultural and other improved practices, village leaders will need to learn simple communication techniques and will need very concise, to-the-point and practical information, communicated in a simple, direct manner. Familiarity with simple demonstration techniques, group discussion methods and a group decision making process will also be needed by village leaders.

Experience elsewhere has indicated that the rural development process creates tensions and conflicts within the rural community. The village leaders will need to learn how to cope with and resolve group conflict.

C. Timing and Sequencing of Learning Needs

This section has outlined the general areas of learning needs for the four groups of clientele delineated for training in community development and extension methods in this Chapter. The learning needs have been described for each group of clientele. This listing is somewhat tentative because definite learning needs can only be identified after all the projects have been designed (which is not the case at this time) and the total scope of the integrated rural development programmes has been defined. The listing, therefore, will be subject to revision.

With regard to the timing of the fulfillment of these learning needs through training programmes, it needs to be understood that all these learning needs cannot be fulfilled at once. Training will be an ongoing function to enhance NORRIP-supported programmes and it is expected that learning needs of various client categories will be fulfilled as they arise during the process of project implementation. In this sense training becomes a support activity for each project. The success of the projects will depend considerably on the quality of training administered to support them.

D. Subject Matter of Learning Needs

The discussion of learning needs for four groups of potential clients includes six broad categories of subject matter as follows:

1. NORRIP philosophy and objectives, community development and extension principles and methods.
2. Technical training in subject matter areas (to be undertaken largely by each agency, but the interrelationships are to be handled through the training efforts outlined in this report).
3. Training in community organization methods to ensure community participation.
4. Training in extension education methods to promote technology transfer in sectoral areas such as agriculture, health, nutrition, water utilization and others.

5. Training in planning, management, coordination and supervision of integrated rural development programmes.
6. Training in programme procedures, rules and regulations governing each individual project. For example, rules for cost-sharing between the rural community and an outside agency.

The above areas of subject matter will be mixed and matched for each client category. The level and methods of training for each client category in each subject matter area will be a matter of judgement for the trainers.

III. THE TRAINING STRATEGY

A. The Rationale

The positive correlations between the quality of human resources and productivity in organizations have been widely documented. Training and educational experiences contribute to an improvement in the human resources of an organization. Awareness of objectives and philosophy, knowledge of programme scope, problems and inter-organizational linkages, helps employees acquire knowledge, skills and attitudes conducive to the achievement of organizational goals. In recognition of this potential, organizations allocate important resources to promote training activities among their employees.

In an organization shaped on the pattern of NORRIP, where disparate rural development agencies participate voluntarily in an integrated program of development, it is important that various agents involved understand their roles and share in common perspectives of rural development. For the voluntary process of cooperation to become operational, training and education are thus perceived as important means. From this need stems the rationale for training in community development and extension education for NORRIP-supported programmes.

B. The Concept of Training for NORRIP

Training in community development and extension education is perceived to contribute to the objectives of NORRIP-supported programmes in a significant manner. It will provide the agents of integrated rural development with knowledge, skills and desirable attitudes, perceived necessary for proper role performance. In this sense, the training activity cannot be seen as an isolated activity, carried out in training institutions only, but as an integral part of the total programme. It is seen as permeating all other phases of NORRIP operations such as planning, management, budgeting, supervision and evaluation. To operationalize such a concept of training, training is not only given in training institutions, but it also takes place in the

executive offices, in the fields, in meetings, through official communications such as circulars and memoranda, and through a variety of other operational activities.

The overall process of training for NORRIP is seen on a continuum starting from pre-service training and proceeding through to induction training; to in-service training, with an overlay of training activities through the operational and supervisory interactions. This concept of training is dynamic in the sense that training becomes a continuous activity where every person in the organization trains those below him and every opportunity is taken by individuals to upgrade their own and others' knowledge, skills and attitudes.

C. Formally-Organized Training Activities

Pre-Service Training

There are at least three training institutions located in the Northern Region which have relevance to training for NORRIP-supported programmes of integrated rural development. They are:

Nyankpala Agricultural College

Veterinary College at Pong Tamale

Rural Health Nurses' Training Center

These institutions are national in scope in that they are required to admit students from all over the country and their graduates are employed in all regions of Ghana. In practice, however (due to their location in and around Tamale), they take more students from northern parts of the country. Similarly, the majority of their graduates tend to find employment here. In the years to come, many of these graduates can be expected to work in NORRIP-supported agencies. Therefore, it will be worthwhile for NORRIP to support the teaching of extension and C.D. in these institutions.

The Nyankpala Agricultural College and Rural Health Nurses' Training Centre already teach extension education as part of their existing curriculum. However, they do not teach

community development. The Veterinary College at Pong Tamale has no course programme in extension education and community development. In this report a revision of the extension education curriculum, where necessary, has been suggested and the introduction of community development concepts in the curriculum of all three institutions is proposed.

The curriculum of all three institutions is nationally prescribed and any changes and additions suggested may have to go through the normal curriculum approval process followed by the respective ministries. The local staff of these institutions have expressed interest in teaching extension education and community development as a part of their training programmes. There is a shortage of teaching material and educational equipment in all these institutions. Strengthening the curriculum in extension and inclusion of community development concepts will not be helpful until teaching materials and equipment are also provided.

Nyankpala Agricultural College

Nyankpala Agricultural College of the Ministry of Agriculture is located about 20 miles from Tamale. It trains Technical Officers for the Ministry of Agriculture. The entrants are selected from among those who have completed 0 levels with passes in five subjects. Nyankpala also admits a certain number of students who are already working with the Ministry of Agriculture (without any previous training) as Technical Assistants. These students qualify by passing a departmental examination and after spending a year in basic and preliminary courses at the Agricultural College Kwadasoo, before transferring to Nyankpala.

The total programme is of three years' duration. Of these, two years are spent at the campus and for the third year, the students are attached to various offices of the Ministry of Agriculture for practical training. Students desirous of a career in agricultural extension are posted to the extension offices of the Ministry. Along with their performance in the first two years, performance reports from the field are taken into account in

declaring the successful completion of their training. At the present time, the college staff cannot supervise their field placements during the third year, due to shortage of transportation.

The curriculum at Nyankpala includes extension education. As was previously discussed, the present curriculum is nationally prescribed. The basic concepts in extension education are covered. Community development is not taught at Nyankpala at present. The fact that agricultural extension workers deal with farm and community groups, in order to introduce new farm practices and to organize farm supplies and inputs, there is need for them to learn community development methods. A reorganized curriculum for extension education and a basic curriculum for community development training for Nyankpala Agricultural College is suggested in Appendix A.

Veterinary College at Pong Tamale

The Ghana Ministry of Agriculture has a Veterinary College located at Pong Tamale. The College trains Veterinary Assistants for animal health work. The admission process and entrance requirements are quite similar to Nyankpala in that students are admitted directly from the school system or applicants already employed by the Ministry will be considered.

The total course programme is of three years' duration, two of which are spent on the campus. The third year is spent in internship, working in a field office and learning the practical and administrative aspects of the job. There is no formal classroom curriculum for extension or community development. Some practical training was included in the curriculum earlier, whereby students were required to go to the villages to hold clinics and to work with farmers on animal health problems. This practice has been discontinued due to unavailability of transportation. At the present time the students hold clinics at the Pong Tamale campus where farmers bring their animals for treatment.

In addition to diagnosis and treatment of animal diseases, the graduates of this College will need to work with individual farmers and with producer groups to teach them about animal health and disease prevention aspects. This requires the performance of educational functions.

Prevention of diseases and maintenance of animal health is important to individual producers. However, considering the nature of the organization of animal industry in the Northern Region, it will be found that precautions taken by one producer may not be effective in preventing diseases and maintaining animal health, unless other producers in the community or area also take these precautions. Also, facilities such as water and pastures may have to be communally developed and managed for the promotion of a strong livestock industry. This points towards the need for community and group actions in animal health and husbandry projects as a necessary condition. Therefore, animal health and husbandry workers need to learn community organization methods as a part of their professional training to promote community action and participation for the benefit of their programmes.

It was learned in conversation with the Principal of the College and one member of the teaching staff, that they recognize the need for training in extension and community organization methods in their curriculum. However, there are no staff, teaching materials or equipment to teach these subjects at the Veterinary College at Pong Tamale. In view of this need, it has been suggested later in this Chapter that some assistance with initiating the teaching of these subjects should be provided through NORRIP resources until a permanent appointment in this field is made to the college establishment. Curriculum for community development and extension education for this institution is suggested in this report (Appendix B).

Community Health Nurses' Training Centre

The Northern Region has one of Ghana's four Community Health Nurses' Training Centres at Tamale. The Centre trains nurses for community health work through a two-year resident training programme. The students (35) are accepted from all over the country and, in theory, seek employment all over Ghana. Being the only training centre of this nature in northern Ghana, the majority of the students come from this part of the country and will perhaps seek employment here.

The training programme consists of theoretical and practical application. Classroom teaching is supplemented with practical training through out-patient clinics for pre-natal, child welfare and nutrition work.

The graduates are employed in rural areas as Community Health Nurses attached to Health Posts. Their duties include house visits, giving talks on health matters, holding clinics, immunization, organizing health education campaigns and training Primary Health Workers, Traditional Birth Attendants, and Herbalists, with the overall objective of promoting better health practices in rural areas. A major part of their responsibility is doing health education work among individuals, families and communities.

Recognizing the need for teaching methods and 'human relations' training, the present curriculum includes health education in the training programme. In addition to teaching methods, the nurses also need to learn about community organization and participation methods to promote community and group action in health programmes. In view of this need, a reorganized curriculum for health education and community participation in health improvement programmes is suggested in Appendix C.

The Centre staff is doing an excellent job in training Rural Health Nurses under difficult circumstances. They improvise in teaching the use of audio-visual aids with the assistance of a Health Educator from the Ministry of Health at Tamale. However, certain basic teaching equipment and materials need to be provided to support this very excellent training programme.

Pre-Service Training in Other Subject Matter Areas

As far as could be ascertained, there are no other formal training institutions located in the Northern Region for training in NORRIP-related sectoral programmes. Training institutions for pre-service training in community development. cooperatives, forestry, fisheries, home economics and water utilization are located in other regions of Ghana and the trained personnel working in the Northern Region in these sectoral programmes are all trained initially outside the Region. It will be outside the scope of this report to comment on the training situation in those institutions. If these institutions do not have extension education and community development training in their normal curriculum, then the graduates of these institutions, employed by NORRIP-supported agencies, will have to be introduced to these concepts through in-service training programmes.

In-Service Training

It has been anticipated that NORRIP-supported programmes will be handled through the existing rural development agencies. This means that the existing employees of these agencies will be involved with NORRIP programmes. In some cases they might have been exposed to extension education and community development concepts, while in others, they may have had no familiarity with them at all. In order to effectively handle the added and new responsibility of NORRIP-supported programmes of an integrated nature, it will be essential for all involved agencies to familiarize their existing staff with these concepts through NORRIP organized in-service training.

In-service training as a concept is nothing new to Ghana. Line agencies of the government have regularly conducted in-service training of their employees in the past. The Ghanaian-German Agricultural Development Project (GGADP) in the Northern Region has considerable experience with in-service training. Similarly, the Upper Region Agricultural Development Project (URADEP) in the Upper Region has carried out an in-service training

programme through the Institute for Communication and Agricultural Training (IFCAT) to better achieve its objectives. Non-governmental agencies such as Church Agricultural Projects (CAP) regularly train their field workers. This experience will be invaluable to NORRIP in organizing its own training programmes to prepare agency staff for responsibilities of integrated rural development.

In-service training is usually based on some immediate objectives related to field activities of a programme. It can be performed either in an institution, such as the Integrated Rural Development Centre proposed under NORRIP or, alternately, by mobile teams of trainers. Though this approach to training requires well organized resources, it has the advantage that the trainee's work routine is not disturbed and the training effort becomes more cognizant of the environmental constraints under which the trainee has to function. In this sense the mobile training has the potential of being more relevant to the learning needs of the trainee.

Organization for In-Service Training in C.D. and Extension

It has been suggested that training in the above two subjects matter areas is seen as an integral part of the programme of integrated rural development. Through training, the village development agents will learn their roles in the total programme. Once an individual knows his/her goals, he/she is better prepared to tackle them with greater efficiency and speed.

In organizing and planning the in-service training effort, therefore, all those agencies involved in NORRIP-supported programmes should be involved, namely government, non-government and private. This calls for some kind of policy advisory body at the regional level. Such an organization should be called the Integrated Rural Development Training Advisory Committee (IRDTAC). Its function would be to formulate and approve training policy and to sanction and approve specific training programmes or courses in integrated areas. (It is assumed that the majority of the

technical subject matter training would be undertaken by individual agencies internally.)

Such a Training Advisory Committee would be chaired by the NORRIP Programme Manager. Its membership would be composed of regional officers of the government, sectoral agencies or their representatives. Participation from non-governmental and voluntary agencies would also be sought. The Section Head for Community Development and Adult Education would be a member of the Committee. The Committee would meet once a year on a well-prepared agenda to review and assess the progress of the previous year's training effort and to approve plans for the next year.

Planning of In-Service Training

Planning of in-service training in community development and extension education would be entrusted to a small Planning Group co-chaired by the expatriate Community Development Training Advisor and the Head of the Community Development and Adult Education section of NORRIP. Its two other members would be the Regional Officer of the Department of Community Development and the Counterpart to the expatriate advisor. This group would meet periodically to assess training needs in the light of field activities and projects. They would identify the potential trainees and determine objectives for courses at each level. All this would be done in cooperation with and in communication with the sectoral agencies. The Planning Group would prepare annual training plans for presentation to and for the approval of the Integrated Rural Development Training Advisory Committee (IRDTC).

Geographical Scope and Schedules of In-Service Training

In the first year of the training programme it would be advisable to go slowly, to plan carefully and in detail to gain experience in synchronizing the training activities with the needs of the field programmes. The training activity should be of high quality. It is

suggested that the first year's programme start with the field staff in IDAs 2 and 3 as well as their supervisors. It should also contain some full-day or half-day seminars for the policy and senior management levels. As the experience is gained, field staff from the proposed IDAs 1 and 7 should be included in the training plans. Henceforth, the training programmes should be capable of handling field and supervisory staff from the rest of the Region. At that stage, the training programme could be widened to provide a human resources development service to rural development agencies for the Northern Region as a whole.

Training Courses for Field Workers

These include the Technical Assistants, Senior Technical Assistants or other designations of the field level employees of various governmental and non-governmental agencies. Their expected roles and responsibilities in the integrated rural development programmes, as well as their learning needs for particpation in the NORRIP-supported programmes, have already been outlined in the previous sections of this report. In view of their low educational levels and in view of their major responsibilities for implementing the programme, it would be quite challenging to design effective training programmes for this cadre of people. The initial courses in the in-service training programme should cover basic areas so that future courses can build upon this subject matter. At the same time, the courses should be practical and simple in nature with immediate possibilities for applications in the promotion of field programmes.

In terms of organization of training sessions, it is suggested that all field level personnel of rural development agencies in IDAs 2 and 3 go through four short courses of one week's duration in the first year of the training programme. The training programme could start well before the beginning of NORRIP-supported activities in IDAs 2 and 3. The class size should be limited to about 20-25 students. This means that both courses may have to be repeated so that all field level workers could be covered by these courses. The

first two courses should be scheduled during the first half of the year and the remaining two courses in the second half of the first year. There should be enough time allowed between courses to permit proper planning of the next course. The subject matter to be taught in these courses, as determined by the learning needs, is outlined in Appendix D.

For the second and subequent years, the course content and the spacing of courses should be decided by the Planning Group already suggested and be approved by the Integrated Rural Development Training Advisory Committee.

Courses for Middle Management and Supervisory Personnel

In the first year, two courses for this group of personnel are suggested. These courses would be of a week's duration each and would precede the courses for field level workers. The subject matter covered in each of the courses would be roughly equivalent to two courses for grassroots level staff in each half of the year. The format used for these courses would be lecturer-discussion combined with workshop format. The courses would be held at the Integrated Rural Development Training Centre at Tamale. The course content has been proposed in Appendix E.

Policy and Senior Management Level Seminars

The training at this level should be handled through the seminar and workshop format. Full-day or half-day seminars should be organized for senior management and policy level officals. These training sessions should be held in the NORRIP Board Room rather than at the IRDTC. The seminars should be well planned in advance and if possible, a theme speaker be engaged to kick off these sessions. It might also be necessary to hire or engage consultants for these seminars. In some sessions a workshop format should be used where a work group of trainees learns by working on a programme problem of immediate concern to NORRIP and then makes recommendations on the area of community

participation and extension education. It is difficult to prescribe the number of seminars to be held in the first year. Perhaps between three and four seminars should be enough. The Planning Group, in consultation with the NORRIP management, should make such a decision.

Training of Village Leaders

The village leaders' training will be organized more informally. The clientele chosen for a specific learning experience will be based on the implementation of projects. The training experience will be simple, organized as far as possible in the villages, and will be geared to an activity or a step within the activity. Training methods will be effective but simple. Demonstrations, visits to various sites, and discussions with rural development agents and/or village leaders who have completed a specific project will be useful training methods.

For more formal and detailed training, the Integrated Rural Development Training Centre may be used. It is difficult to suggest specific training courses in the first year or second year. It is suggested that the training clientele and training needs may be defined in anticipation of a NORRIP-related project and in light of the need, the training experiences be arranged.

D. Training Resources Required

Trainers for Pre-Service Training Institutions

Suggestions have been made in this report to improve the pre-service training capability in community development and extension education and to introduce these concepts into the curriculum of training institutions in the Northern Region.

Nyankpala Agricultural College already teaches extension education as a part of the teaching program approved by the Ministry of Agriculture. The college also employs a tutor in

this field. Stengthening of the extension education programme and the introduction of community development concepts in the Nyankpala curriculum can be achieved by initially advising the tutor and helping him to put into practice the revised/suggested curriculum in extension education. A short course in community development as a part of his in-service upgrading will prepare him to introduce C.D. concept in the teaching programme. In the meantime, lectures can be arranged on the subject of community development from within the existing resources at the Regional headquarters of Tamale.

At the Veterinary College at Pong Tamale, extension education and community development will be new additions to their curriculum. To begin with, the concepts should be introduced to the staff and the students by the specialists available at the regional headquarters. Once the need for teaching these areas is established, they should be asked to hire a trained tutor in extension methods and community development to pursue an adequate level of these subjects in the curriculum. The IFCAT staff at Navrongo is being deployed elsewhere. It might be possible to persuade one of their staff, with animal husbandry interests, to take up a teaching position at Pong Tamale.

It is suggested that the students, both at Nyankpala and Pong Tamale be required to work with individual farmers and village groups and groups of livestock owners in practical situations, to reinforce classroom teaching and to provide practical skills and confidence to the trainees.

The Community Health Nurses' Training Centre in Tamale does have competent staff to teach health education. To introduce community development concepts in their curriculum, it will be necessary to backstop them with outside lecturers from the regional level resources. In the meantime, the health education staff should be trained in community development methods through an in-service training course.

Material Resources to Improve Pre-Service Training

The above three training institutions are short of material for audio-visual aids. It will improve their training efforts considerably if this material and equipment is provided, possibly through the NORRIP budget. Keeping this possibility in mind, a prototype list of materials and equipment for these training institutions is suggested for consideration by NORRIP (Appendix F). It has been suggested later in this Chapter that NORRIP consider the possibility of getting two manuals prepared: one for extension education and one for community development work. If this suggestion is accepted, it will be worthwhile to supply enough copies of the manuals to these institutions so that instructors could use them in their teaching and the trainees could take a copy with them for reference purposes.

Resources Required for In-Service Training

It is proposed that the bulk of the in-service training of rural development workers be done at the Integrated Rural Development Training Centre (IRDTC) at Tamale. The IRDTC will use the existing facilities of the Department of Community Development's Rural Training Centre, which are in the process of being upgraded. It is expected that the IRDTC will have the basic staff consisting of an expatriate Director, a Co-Director in the form of a Ghanaian Counterpart and perhaps a person trained in extension education as a part of the Centre staff. These individuals will be the core staff of the Centre and they will be supplemented by the resources available at the regional headquarters. For specific training courses the Centre may hire consultants as and when the need arises.

The future of the Institute for Communication and Agricultural Training (IFCAT) at Navrongo is uncertain at this moment. One possibility under consideration is that the Institute will become a part of the regular establishment of the Ministry of Agriculture. The Institute staff are now being asked to apply for positions in the regular establishment of the Ministry of Agriculture. Those accepted will become a part of the Ministry of Agriculture's Information and Training Unit to serve areas in northern Ghana. In this case, the IRDTC should be able to

draw on this staff for its training courses in extension education.

Considering the availability of personnel in the line ministries, non-governmental specialized resources, IFCAT personnel, CIDA advisors and other international personnel, and NORRIP specialists, the Director of IRDTC will have enough trainers to draw upon for the in-service training programme outlined herein.

Training materials such as manuals, lecture notes, audio-visual materials and machines will be necessary to equip the centre. Additionally, it appears that the Centre will need a multipurpose vehicle for the transportation of trainees.

IV. ISSUES RELATED TO COMMUNITY DEVELOPMENT AND EXTENSION EDUCATION TRAINING

The following paragraphs discuss selected issues of relevance to training for community development and extension education. An effort has been made to clarify points, provide elaboration on and to discuss matters that have not been discussed earlier in this document.

A. Relationship Between Technical Subject Matter Training and Training in C.D. and Extension

The basic concern of this report has been with training in community development and extension education for workers involved in NORRIP-supported activities in integrated rural development. However, training in these areas cannot be given in isolation of the technical subject matter training, because training, for an integrated programme, necessarily requires an integrated approach.

The rural development process requires very specific actions in very specific areas such as improving soil fertility, building a road or getting an organization established to achieve certain rural development goals. All these are very specific problems for which specific actions based on specialized knowledge are required. The specific knowledge comes from technical disciplinary areas, hence the need for technical training. To put this knowledge to practical use, however, the workers must learn to work with individuals, families and village groups. They must also be profficient in teaching techniques to properly communicate the technical knowledge. Therefore, the connection between the subject matter training and training in community development and extension methods is close.

Throughout this report it has been assumed that subject matter training will be undertaken by the sectoral agencies. While this appears true, in practice, C.D. and extension training to support NORRIP-related activities will, of necessity, be combined with subject matter training.

B. Informal Training Situations

In clarifying the concept of training for NORRIP, it was stated in the earlier sections that training will be a continuous function and will not be limited to formal training situations only. Training as an ongoing function will permeate the supervisory and implmentation processes. Project-specific and activity-specific training will also be carried out in the interaction situations between various levels of rural development functionaries. To implement this kind of training philosophy, each supervisor assumes the training role and trains his subordinates in daily interaction with them. Additionally, various bureaucratic means such as the monthly meetings, the memoranda, circulars, organizational newsletters, field visits, critical comments, demonstrations and feedback are all used as training devices, where desirable knowledge, skills and attitudes of the employees are reinforced.

In the NORRIP-supported programmes, the supervisory potential for informal training will have to be utilized with considerable skill and ingenuity. Lack of pre-service training, particularly of the village level staff, will require that every opportunity is taken to communicate the expectation for proper professional role behaviour.

C. Preparation of Training Manuals

In addition to the formal and informal means of training discussed earlier, and consistent with the concept of training for NORRIP as outlined above, the role of self-study for self-improvement of professional field workers also need to be recognized. Based on individual initiative and motivation, professional improvement efforts will be made by at least some of the workers, if an opportunity is provided. It is suggested that NORRIP anticipate this need and provide integrated rural development workers with such an opportunity by the provision of two manuals for workers' reference on the job. The manuals could be titled:

1. ***Teaching Methods for Integrated Rural Development Workers***; and
2. ***A Manual on Community Organization for Participation in NORRIP-Supported Programmes***

Many field Manuals of the nature described above are available with international agencies, bilateral agencies, national organizations, training institutions and universities. It is suggested that NORRIP explore possibilities of finding and evaluating such manuals for suitability to northern Ghanaian conditions. If a suitable manual is found, it should be adapted to NORRIP programmes and should be reproduced in enough copies for provision to training institutions and field staff. IFCAT staff, with assistance from TRENDS in the Netherlands have been working on a Manual on Extension Education which should be published soon. GGDAP has produced an "Agricultural Extension Handbook" which should also be looked at and evaluated for adaption to NORRIP.

A ready-made Manual for community development may be more difficult to find, given the unique requirements. If so, NORRIP should consider giving out a contract for the preparation of such a manual, to be produced under its seal.

D. Technical Bulletins and Newsletters

For the continual upgrading of technical knowledge and skills of field staff, NORRIP programmes will need to publish technical bulletins on topical and problematic areas. Such material can best be prepared locally by arranging with staff from experimental stations, laboratories or from agencies. Such an arrangement might involve provision of some recognition to the writers. NORRIP should take such initiatives as might be necessary to get the technical material published in their name to backstop its training activities.

As a training device for field staff and for continued communication, the *Agricultural Bulletin*, as published by GGDAP, is a useful mechanism. Possibilities of developing similar communications means on a regular basis should be given some priority under NORRIP.

E. A Note on Training and Communcation Methods

The Director in charge of the Integrated Rural Development Training Centre at Tamale will have to formulate the training philosophy and decide on the suitability of training methods for in-service training in community development and extension education. It it suggested, based on cursory observations from the experience of IFCAT, URADEP, CAP and GGDAP and sectoral training programmes in northern Ghana, that sophisticated teaching equipment and complex audio-visual aids cannot be relied upon, on a sustainable basis. for communication of ideas to rural people. All these programmes have, at one time or another, tried to use these sophisticated means of communication but their sustained use was found to be difficult to maintain. The village development workers should have an acquaintance with these communcations means. For this reason, the Consultant has suggested that some such equipment be supplied to the training institutions for use there, but that their use in the villages be somewhat limited.

On the other hand, word of mouth (listening, talking, arguing, lecturing and managing a discussion and dialogue), actual demonstrations (both method demonstration and result demonstration), meetings, using specimens, samples, comparisons, field visits and field observations, are found to be effective means of communicating ideas under the present Northern Region conditions. These methods should be elaborated upon and taught to field agents. Some acceptance has also been found for puppets, folk media and role playing along with some simple paper-based visuals such as very simple posters and pictures.

Films can be used for general arousal of interest and for entertainment of village groups. Film equipment, with its own generator, can be effectively used for general mobilization of rural people for participation in NORRIP-supported programmes.

F. Training Field Workers to Work with Special Groups

Rural development programmes are often found to benefit a part of the rural population only. Studies show that well-to-do farmers and those well-endowed with resources seem to participate in and benefit more from the rural development programmes than do the poorer sections of the rural community (e.g., certain minority occupational groups, women or youth). NORRIP-supported programmes should offer equal opportunities to all sections of the rural population. The problem usually is that these disadvantaged sections of the rural population are often found to be difficult to contact and motivate. Rural development workers find it easier to work with better socio-economic levels of farmers and they achieve good results in working with this group, to the neglect of other hard-to-get-to groups of rural people.

In order to equip rural development workers in NORRIP-supported programmes to work effectively with poorer farmers, women or youth, special courses may have to be designed. Such courses will focus on grassroots skills in motivating and working with the disadvantaged groups so that the benefits of the NORRIP programmes are evenly distributed to all sections of the rural community.

G. Evaluation of the Effectiveness of Training

The overall objective of the suggested framework for training in community development and extension education is to ensure that, in implementing NORRIP-supported integrated rural development projects, proper community participation is obtained and the people are adequately educated about these programmes. If this is achieved, the projects will be relevant to people's needs, they will be successful and the development programme will have permanent and lasting impact. Such programmes will increase people's confidence in their abilities to solve their own problems and will give them the capabilities to mobilize knowledge, resources and technology for their continued development. Such a programme can truly be called developmental.

The ultimate success or failure of training in community development and extension education will be determined by the extent to which the NORRIP-supported programmes achieve the above objectives. In the short run, the test of success and failure of the training programme will come from the extent to which the agents of rural development internalize C.D. and extension principles and make them a part of their professional role repertoire. If the workers did not practice these principles in their work with the village people, the NORRIP-supported projects would begin to develop problems as they move towards their completion.

If problems begin to develop in the process of project implementation, the NORRIP Section on Community Development and Adult Education should look closely at each instance. Upon examination, if the problems can be attributed to lack of participation of the rural community, or to an inadequate learning by the rural people, then this failure can be linked to the ineffectiveness of training in community participation and extension education methods. However, it is desirable to diagnose these problems before they fully develop, so that the methods of rural development could be corrected before the project goes too far towards failure. Therefore, a continued vigilance and monitoring of the field practice of participatory and educational methods during the implementation of each NORRIP project is recommended. If the problems are linked to the inadequacy of the practice then a training programme for staff will be necessary to correct it.

In another situation the field workers may fully understand the need to invoke proper participation of the rural people and the need to educate them as a part of the project implementation. However, they might be limited in their practice of community development and extension education by pressure from their supervisors who either do not see the need for such an activity, or do not contribute to such a philosophy. Unfortunately, supervisors in technical agencies do hold such views in some situations. If this is the reason, then the training of supervisors will have to be the main focus of the training activity.

The main purpose of evaluation work is to ensure that NORRIP-supported projects secure the essential particpation and cooperation of the rural people and also to ensure that the people understand and learn about various aspects of the projects.

It is suggested that the monitoring activity be undertaken pragmatically and data may be collected by using informal methods. Nevertheless, the results of the evaluation should be reported formally to the implementing agency with suggestions for measures to be undertaken to solve the problem.

The main purpose of this discussion has been to state that evaluation and feedback are a part of the training effort, as well as being linked to project implementation. It is further stated that this evaluation function of linking project implementation and training in community development and extension education, belongs rightfully to the NORRIP Section on Community Development and Adult Education. Also, the criteria for effectiveness of training should be drawn from the quality of field programmes in their implementation of participatory and educational methods.

H. Training is not a Panacea

Lest it be misunderstood from the foregoing discussion, training is not a panacea for all ills of a programme or its organizational shortcomings. Training is an important part of a rural development program, but it is only one of the many components that a programme such as NORRIP has. The effectiveness of training in the achievement of organizational goals is limited, if the other necessary conditions are not met.

Another point is that training must be linked to action. Trained people can get very frustrated if they are not provided with an opportunity to practice what they have learned through training. Therefore, it would be advisable to tie training programmes closely to field programmes. Then training activities will be undertaken in anticipation of field action. Organized in this fashion, training will contribute to high morale among the staff of NORRIP-related rural development agencies.

V. ROLES AND RESPONSIBILITIES OF THE NORRIP SECTION ON COMMUNITY DEVELOPMENT AND ADULT EDUCATION

In view of the importance attached to community development and extension education, NORRIP, during the planning phase, established a Section on Community Development and Adult Education. It is now necessary to look ahead and to define the roles and responsibilities of this Section in the implementation phase. In view of the requirements of NORRIP-supported programmes for community participation and for education of rural people, it is foreseen that this Section will play four major roles towards the ensuring of incorporation of these concepts in the implementation of all NORRIP-supported programmes on a continual basis. These roles are:

1. Evaluation and Monitoring;
2. Planning;
3. Training;
4. Social Animation.

A. Evaluation and Monitoring

The need for evaluation and monitoring of NORRIP programmes, and for the practice and incorporation of community development and extension education principles, has already been discussed in the previous Chapters. It has also been pointed out that the NORRIP Section on Community Development and Adult Education will monitor the programmes to find out if proper community participation is being enlisted in each field project. They will also evaluate the programmes to learn if the educational content of the programmes is adequate. The information generated by such an evaluation and monitoring will be fed into the implementation procedures of various sectoral agencies to correct problems of community participation and education. Additionally, as has been pointed out earlier, the information will be helpful in the design of training programmes.

B. Planning

The second role of the NORRIP Section on Community Development and Adult Education is to ensure that planning procedures of rural development projects, in all sectors, incorporate participatory approaches and provide for the rural people to learn about the programmes. This is a watchdog role. The Section will also perform advisory and consultative functions helping NORRIP-supported agencies in the incorporation of these concepts in their programmes. Additionally, it will act as a general resource for NORRIP and related agencies on social animation, community organization and extension education in the Northern Region.

C. Training

The third major role of the Community Development and Adult Education Section is to assist with the training of rural development staff in community organization methods and extension education. The specific responsibilities in this role include: helping with pre-service training efforts of the three training institution; by ensuring the implementation of the suggested curriculum, helping to secure training aids and materials; and initially helping with teaching activities, where required. The Section should also help in the training and retraining of staff of these institutions in community development methods.

The Section will participate in the planning of in-service training at the Integrated Rural Development Training Centre and shall thus link the training needs of field programmes with the training programmes of the Centre. Additionally, it will be responsible for getting the training manuals, suggested herein, prepared and looking after the training materials and training technology needs.

D. Social Animation

The NORRIP Section on Community Development and Adult Education employs two Social Animators. They can play a useful role in introducing the NORRIP-related projects in the villages by undertaking social animation activities among rural communities of IDAs 2 and

3. In cooperation with NORRIP's public relations staff, they should publicize NORRIP-supported programmes in the villages and should also prepare grounds in IDAs 1 and 7 for the introduction of NORRIP activities. General purpose animation activities arousing people's interest, informing them about the availability of programmes, discussing people's needs and problems, correcting their perceptions and making their expectations from NORRIP programmes realistic, are some of the very specific activities for these individuals.

As suggested in the earlier sections, NORRIP should purchase a 16 mm. movie projector with spare parts, a screen and a generator. The animators should use this equipment along with borrowed films from the Government of Ghana sources, international development agencies and information agencies of various embassies to give film shows in rural areas and to give lectures on rural development programmes.

CONCLUDING STATEMENT

The purpose of this report has been to suggest a training framework for community development and extension education in support of Integrated Rural Development Programmes in the Northern Region of Ghana. The report seeks to clarify the basic concepts of NORRIP, community development and extension education and explores the interactions between the three concepts. Furthermore, the clientele for training in community development has been defined consisting of four groups including village level workers of integrated rural development agencies, middle level and supervisory personnel, senior management and policy levels, and the village leaders. Learning needs for each training client group have been defined.

The framework presented herein proposes that all agents of rural development receive training in community organization and extension education methods in view of their educational and group work responsibilities in NORRIP-supported projects. The training is viewed as on a continuum including pre-service training, induction training and in-service training. The role of informal training methods has been emphasized in view of the low levels of educational background of rural development workers at the grassroots level. Introduction on C.D. and extension concepts in the curriculum of three training institutions located in the Northern Region have been suggested. It has also been suggested that strengthening of the curriculum be supported by staff training and provision of educational equipment.

Reorientation and training of rural development staff already on their jobs has been suggested through an in-service training strategy. This training will be carried out at the Integrated Rural Development Training Centre at Tamale. The Centre programme will be organized and managed by an expatriate C.D. Advisor and a Ghanaian Counterpart with the assistance of a Planning Group and the Integrated Rural Development Training Advisory Committee. The training programme involving four categories of clients for the first year has been proposed. Follow-up of the training in community development and extension education with training manuals and technical bulletins is also suggested. Ideas about evaluation of training in C.D. and extension have been put forward. The role of NORRIP's Section on

Community Development and Adult Education in the areas of planning, training, social animation and evaluation and monitoring of the training programmes have been defined in the last Chapter.

The Appendices to this report contain suggested curricula and course outlines for the training programmes. For specific recommendations on curriculum, training programmes and training requisites, the reader is referred to the individual sections in the text and to the Appendices.

Persons Consulted

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NORRIP SHORT TERM CONSULTANTS

M. ANDAL .. Agriculture

W. COMBS .. Livestock

D. LANGE .. Agronomy

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APPENDICES

APPENDIX A: REVISED CURRICULUM FOR TEACHING AGRICULTURAL EXTENSION EDUCATION AT NYANKPALA AGRICULTURAL COLLEGE

APPENDIX B: SUGGESTED CURRICULUM FOR TEACHING ANIMAL HEALTH EXTENSION EDUCATION AT THE VETERINARY COLLEGE AT PONG TAMALE

APPENDIX C: HEALTH EDUCATION CURRICULUM FOR COMMUNITY HEALTH NURSES' TRAINING CENTRE AT TAMALE

APPENDIX D: COURSE CONTENT FOR IN-SERVICE TRAINING COURSES FOR VILLAGE LEVEL WORKERS OF NORRIP-SUPPORTED AGENCIES

APPENDIX E: IN-SERVICE TRAINING PROGRAMME FOR MIDDLE MANAGEMENT AND SUPERVISORY PERSONNEL

APPENDIX F: EQUIPMENT LIST REQUIRED BY THE THREE PRE-SERVICE TRAINING INSTITUTIONS TO SUPPORT COMMUNITY DEVELOPMENT AND EXTENSION EDUCATION TRAINING

APPENDIX A

A. A Revised Curriculum for Teaching Agricultural Extension Education at Nyankpala Agricultural College

Objectives

33. To familiarize the students with history, development and organization of extension;

34. To teach extension objectives, philosophy and principles;

35. To teach about communication, teaching and learning processes;

36. To help students learn about individual and group teaching methods in agricultural extension;

37. To help students learn to make and use simple visual-aids;

38. To help students learn about programme planning, evaluation and management techniques.

Course Content

1. History and development of extension services in Ghana and elsewhere.

2. Extension philosophy, objectives and principles.

3. Agricultural extension organization in Ghana.

    Organization of the Ministry of Agriculture
    Agricultural Extension Services
    Agricultural research, information and training
    Problems of agricultural extension work in Ghana

4. Communication and teaching/learning processes.

    Adult learning and teaching
    Motivation
    The communication process
    Diffusion of agricultural innovations among farmers

5. Extension teaching methods

    Farm visits
    Dialogue and discussion
    Village meetings and lectures
    Method and result demonstrations
    Teaching farmers to teach others
    Field trips, shows, competitions, fairs and exhibits

6. Preparation and use of audio-visual aids.

   Pictures and posters
   Film slides and film strips
   Flannelgraph and wall charts
   Puppet shows and role-playing

7. Extension programme development and management

   Farm and home surveys
   Farm problems and needs
   Agricultural extension programme planning
   Evaluation of extension programmes
   Supervision and management of extension programmes
   The training and visit system of extension

B. Suggested Curriculum for Teaching Community Development at Nyankpala Agricultural College

Objectives

1. To familiarize the students social organization of rural areas;
2. To help them learn about needs and problem determination;
3. To help students learn about participation and leader identification;
4. To help them learn how to organize a farm group;
5. To help them learn project planning and implementation at the group level.

Course Content

1. Social organization of rural areas.

   Settlement pattern of rural communities
   Types of rural communities
   Composition of a village in Northern Ghana
   Variations in the social organization of villages
   Values, beliefs and attitudes towards agriculture and government

2. Leadership and authority patterns in rural communities.

   Traditional leadership in a rural community
   Village organization and farmers' groups
   Agricultural leaders
   Leadership among special groups such as women farmers, amasaachina groups

3. Needs and problems for group action in agriculture.

   Methods of need determination in agriculture
   Needs for group action
   Needs of disadvantaged groups and poor farmers

4. Group agricultural projects for input supply and others.

   Importance of participation in group action
   Selection of group members
   The role of traditional leaders in farm groups
   Planning the group level agricultural projects
   Training of village action group members
   Obtaining assistance from relevant rural development agencies
   Implementing the project

APPENDIX B

A. Suggested Curriculum for Teaching Animal Health Extension Education at the Veterinary College at Pong Tamale

Objectives

1. To familiarize the students with history, development and organization of agriculture and animal health extension work in Ghana.
2. To teach extension philosophy, objectives and principles relative to animal health extension work;
3. To teach about teaching, learning and communication concepts;
4. To enable students to choose extension methods suitable for specific animal health extension situations;
5. To help students learn to prepare simile audio-visual aids to teach to livestock owners;
6. To help students learn simple techniques of planning and evaluation animal health education programmes at the village level.

Course Content

1. History and development of extension work with special reference to animal health work.
2. Extension definitions, philosophy, principles and objectives.
3. Agricultural extension services in Ghana.

   Organization of the Ministry of Agriculture
   Animal husbandry and animal health extension work
   Veterinary and agricultural research in Ghana
   Animal husbandry training in agricultural colleges
   Agricultural information
   Special problems of extension work in animal health

4. Communication,teaching and learning processes.

   Adult teaching and learning
   Motivation of livestock owners
   The communication process
   Diffusion of animal health practices among farmers

5. Animal Health extension teaching methods

   Farm and home visits

Advising farmers on animal health problems
Dialogue and discussion
Organizing village meetings for animal health work
Giving a successful lecture to livestock owners
Giving method demonstrations related to animal health work
Conducting a result demonstration
Teaching farm leaders to teach others
Organizing a field trip for livestock owners
Organizing livestock shows, competitions and fairs

6. Preparation and use of audio-visual aids.

Pictures and posters
Film, slides and film strips
Flannelgraph and wall charts
Puppet shows and role-playing

7. Planning animal health education programmes.

Taking a simple livestock survey
The art of asking questions of livestock owners
Animal health needs and problems of producers
Planning livestock improvement programmes
Evaluation of animal health programmes

8. Supervision and management of animal health personnel and facilities.

B. Suggested Curriculum for Teaching Community Development at the Veterinary College at Pong Tamale

Objectives

1. To familiarize the students with social organization of rural communities;
2. To help them determine animal health problems and needs of a community;
3. To help them learn to induce local participation in animal health programmes;
4. To help students learn animal health project planning and implementation
5. To help them learn about conflict resolution in animal health community projects.

Course Content

1. Social organization of rural communities.

Settlement patterns of livestock producers
Types of village communities
Composition of a village in northern Ghana
Variations in social patterns
Values and beliefs about livestock production and animal health

2. Leadership and authority patterns.

Traditional authority patterns
Village organizations
Leaders among the livestock owners
Special interest groups such as women livestock owners
The position of livestock owners in the community and participation

3. Promoting group action for animal health projects.

Selection of the group members
The role of traditional leaders
Group dynamics and working with groups
Planning the village animal health project
Obtaining assistance from outside sources
Coordinating with other agencies for animal health education
Implementation and evaluation
Coordination of animal health with other rural development agencies

4. Dealing with conflict in animal health programmes.

Conflicts between the livestock owners
Conflicts between livestock and crop production
Conflicts between tree planting and livestock development development

APPENDIX C

A. Health Education Curriculum for Community Health Nurses' Training Centre at Tamale

Note: On re-examination it appears that the curriculum in health education already being pursued by this institution is adequate. Therefore, no reorganization is suggested.

B. Suggested Curriculum for Teaching Community Development at Community Health Nurses' Centre

Objectives

1. To help students learn about the social organization of rural communities;
2. To enable them to determine health education needs and problems of the rural community;
3. To help students identify rural leaders for health education and health improvement work;
4. To help them learn how to organize health improvement action groups and to secure rural participation in health improvement projects;
5. To help students learn about planning and implementation of health improvement projects.

Course Content

1. Social organization of village communities in the Northern Region.
   - Settlement patterns
   - Types of village communities
   - Composition of a village in northern Ghana
   - Variations in social patterns in the Region

2. Leadership and authority patterns in rural areas.
   - Traditional authority patterns in a village community
   - Development leadership and its distribution in the villages
   - Village organizations
   - Leadership in special interest groups such as women, youth etc.

3. Village needs and problems in health improvement.
   - Health Surveys
   - Needs in order of priority
   - Needs of disadvantaged groups, e.g., women, children, older persons, poor people
   - Coordination with other rural development agencies

4. Improving participation in health improvement programmes.
   - The role of traditional leaders
   - Other organized groups such as People's Defence Committees
   - Formation of a health improvement committee
   - Planning a health improvement project
   - Obtaining outside material and technical assistance
   - Implementing the project
   - Solving project problems

5. Supervision, management and training of health education personnel.

APPENDIX D

COURSE CONTENT FOR IN-SERVICE TRAINING COURSES FOR VILLAGE LEVEL WORKERS OF NORRIP-SUPPORTED AGENCIES

Course #1: Extension Education

1. NORRIP objectives and philosophy
2. History and development of extension services
3. Definitions, objectives and philosophy of extension education
4. The roles of village level workers in integrated rural development
5. Characteristics of the teaching/learning process
6. The communication process
7. How rural people adopt new agricultural ideas and practices
8. Programmes of rural development of NORRIP-supported agencies in the Northern Region.

Course #2: Community Development

1. History and philosophy of community development and objectives of community development programmes
2. Relevance of community development to NORRIP supported programmes
3. What is people's participation and how it is enlisted
4. The roles of community development workers in integrated rural development.
5. Community development methods
6. Identification, selection and training of volunteer village leaders to promote participation in NORRIP-supported programmes
7. Coordination of rural development agencies to fulfill basic needs at the village level
8. Sectoral programmes of NORRIP-supported agencies.

Course #3: Programme Development Methods at the Village Level

1. The need to prepare village development plans
2. Organization for village development plans

   programmes of benefit to individuals
   for programmes of benefit to whole communities or groups

3. Fact-finding to determine felt needs
4. The steps of decision making process
5. Methods of working with groups
6. Preparing simple plans for a village
7. Implementation of plans to achieve rural development objectives
8. Reducing tension and conflict in project implementation
9. Evaluation of village projects
10. Sectoral projects, rules and procedures for village participation

Course #4: Teaching Rural People for Project Implementation

1. Individual teaching methods
2. Methods used for teaching of village groups
3. Social action for community projects
4. Training and visit system to promote agricultural innovations
5. Rules, procedures and methods required to implement sectoral projects in the villages

APPENDIX E

IN-SERVICE TRAINING PROGRAMME FOR MIDDLE MANAGEMENT AND SUPERVISORY PERSONNEL

A. Areas to be covered by Course #1

1. NORRIP philosophy and objectives
2. History and development of extension services and their organization
3. Principles, objectives and philosophy of extension work
4. Teaching, learning and communication processes as related to NORRIP-supported programmes
5. The role of education and participation in NORRIP-supported activities
6. An explanation of various NORRIP sectoral programmes for IDAs 1 and 2:

   agriculture, animal husbandry, fisheries, forestry, home economics, nutrition, roads and communication, village works and community development projects, water utilization, health and education

B. Areas to be covered by Course #2

1. Definition of community development and its relationship to NORRIP-supported activities
2. Programme development procedures for:
   community and group level projects
   individual and family level projects
3. Extension teaching methods:
   Individual teaching methods
   Group teaching methods
4. Training and visit system of extension
5. Methods of organizing for group action:
   Village development groups for various sectoral programmes
6. An explanation of governmental procedures and requirements for village participation in various sectoral programmes
7. Supervision, management and training in integrated rural development programmes
8. Programme and personnel evaluation

APPENDIX F

EQUIPMENT LIST REQUIRED BY THE THREE PRE-SERVICE TRAINING INSTITUTIONS TO SUPPORT COMMUNITY DEVELOPMENT AND EXTENSION EDUCATION TRAINING

1. 16mm movie projectors with spare parts and extra lamps 3
2. Small generators 3
3. 35mm slide projectors 3
4. 35mm still cameras 3
5. 35mm kodachrome film for slides (36 exposure) ..... rolls...18
6. 35mm black and white negative film for pictures ..... rolls...24
7. Cyclostyling machines for reproducing lecture notes 3
8. Overhead projectors 3
9. Overhead transparencies ..... packages...12
10. Loudhalers with extra batteries 3
11. Construction paper, various sizes ..... several packs
12. Coloured pens ..... dozens....9
13. Markers (assorted colours) ..... packs....9
14. Newsprint (for classroom use by students) ..... rolls....3
15. Flip charts ..... books...12
16. Sandpaper ..... sets....3
17. Magnets, small ..... packs...12
18. Rubber erasers ..... packs....6
19. Rulers, large 6
20. Drawing pens ..... sets....6
21. India Ink ..... dozen bottles....3
22. Cyclostyling paper for lecture notes (500 sheets each) ..... packages...30